

SPRINGFIELD ELEMENTARY

1608 Florida Avenue
Greenwood, SC 29646

GRADES PK-5 Elementary School

ENROLLMENT 575 Students

PRINCIPAL Kathy Murff 864-941-5596

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	65	15	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

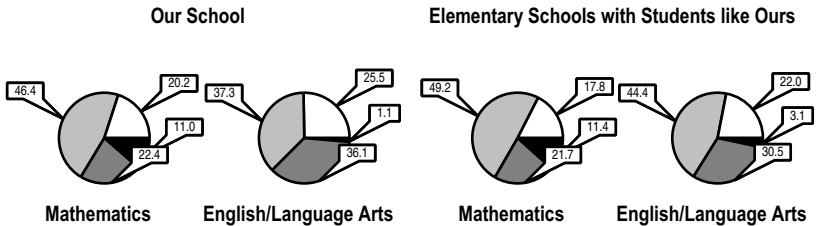
FOR MORE INFORMATION, VISIT WEBSITES AT:




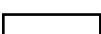
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	82	55
Percent satisfied with learning environment	97.0%	93.9%	98.1%
Percent satisfied with social and physical environment	93.9%	92.6%	92.3%
Percent satisfied with home-school relations	90.9%	88.8%	98.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	277	99.6	25.5	37.3	36.1	1.1	37.3	17.6
Gender								
Male	143	100.0	30.4	37.8	31.9	N/A	31.9	17.6
Female	134	99.3	20.3	36.7	40.6	2.3	43.0	17.6
Racial/Ethnic Group								
White	173	100.0	19.3	33.7	45.8	1.2	47.0	17.6
African-American	89	100.0	31.4	48.8	18.6	1.2	19.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	15	93.3	72.7	N/A	27.3	N/A	27.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	212	99.5	17.1	37.7	43.7	1.5	45.2	17.6
Disabled	65	100.0	51.6	35.9	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	277	99.6	25.5	37.3	36.1	1.1	37.3	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	269	99.6	23.4	38.3	37.1	1.2	38.3	17.6
Socio-Economic Status								
Subsidized meals	116	99.1	38.9	37.0	23.1	0.9	24.1	17.6
Full-pay meals	160	100.0	16.1	37.4	45.2	1.3	46.5	17.6

Mathematics								
All students	277	100.0	20.2	46.4	22.4	11.0	33.5	15.5
Gender								
Male	143	100.0	22.2	43.7	20.0	14.1	34.1	15.5
Female	134	100.0	18.0	49.2	25.0	7.8	32.8	15.5
Racial/Ethnic Group								
White	173	100.0	16.3	39.2	28.9	15.7	44.6	15.5
African-American	89	100.0	26.7	59.3	11.6	2.3	14.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	15	100.0	27.3	54.5	9.1	9.1	18.2	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	212	100.0	13.1	48.2	25.6	13.1	38.7	15.5
Disabled	65	100.0	42.2	40.6	12.5	4.7	17.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	277	100.0	20.2	46.4	22.4	11.0	33.5	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	269	100.0	19.5	46.1	23.0	11.3	34.4	15.5
Socio-Economic Status								
Subsidized meals	116	100.0	29.6	49.1	17.6	3.7	21.3	15.5
Full-pay meals	160	100.0	13.5	44.5	25.8	16.1	41.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	97	N/A	15.6	49.0	33.3	2.1	35.4
	Grade 4	87	N/A	15.1	41.9	40.7	2.3	43.0
	Grade 5	92	N/A	17.4	60.9	20.7	1.1	21.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	91	98.9	14.1	40.0	43.5	2.4	45.9
	Grade 4	95	100.0	31.1	32.2	35.6	1.1	36.7
	Grade 5	91	100.0	30.7	39.8	29.5	N/A	29.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	97	N/A	27.1	46.9	14.6	11.5	26.0
	Grade 4	87	N/A	20.9	38.4	24.4	16.3	40.7
	Grade 5	92	N/A	28.3	45.7	18.5	7.6	26.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	91	100.0	12.9	52.9	21.2	12.9	34.1
	Grade 4	95	100.0	26.7	40.0	23.3	10.0	33.3
	Grade 5	91	100.0	20.5	46.6	22.7	10.2	33.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 575)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.3%	Down from 4.9%	2.8%	2.4%
Attendance rate	96.2%	Down from 96.8%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.6%	Down from 18.0%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.2%	No change	8.5%	8.0%
Older than usual for grade	1.4%	Down from 3.2%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	50.0%	Up from 48.8%	49.6%	50.0%
Continuing contract teachers	92.9%	Up from 90.2%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.8%	Down from 93.4%	88.0%	86.2%
Teacher attendance rate	96.1%	Up from 94.1%	95.4%	95.3%
Average teacher salary	\$39,655	Up 0.7%	\$40,184	\$39,909
Prof. development days/teacher	15.2 days	Up from 12.4 days	11.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	19.9 to 1	Down from 21.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	91.7%	Up from 90.2%	90.1%	89.7%
Dollars spent per pupil*	\$5,843	Up 9.2%	\$5,754	\$5,892
Percent spent on teacher salaries*	64.3%	Up from 63.7%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Springfield Elementary School continues to be the place where ALL students shine! Our students scored above South Carolina's state average in reading/English/LA and math in the third, fourth, and fifth grades. As a result, our overall School Report Card grade improved from an average rating to good. We still have room to improve, and with the continued efforts of our students, teachers, and families, we will keep advancing. We are very proud of the following achievements:

Springfield continues to hold flagship status as a School of Promise
Our HOSTS program was again recognized as a National Exemplary Site
34 percent of our students demonstrated overall gains on PACT
Service learning projects completed were United Way, Canned Food Drive for local charities, St. Jude's Math-a-Thon, and Quarters for a Cure for cancer research
District-wide technology infrastructure upgrade was completed and school-wide technology upgrade has continued
Math curriculum was analyzed closely through Standards in Practice
Developmentally and academically appropriate literature was purchased for all grade levels and all curricular areas
Family Literacy Night and Neighborhood Literacy Celebrations were conducted

Springfield has an exceptional staff. Sandy Shaffer, who teaches self-contained Special Education, was selected as our Teacher of the Year. We also have two teachers working on completing requirements for National Board Certification. The entire Springfield staff is committed to excellence in education. Twenty-three out of forty-three certified staff members have completed advanced degrees.

Springfield's PTO has remained very active in our school. The PTO focused on raising much needed funds for school improvements and classroom supplies to support instruction. Our School Improvement Council sponsored the Neighborhood Literacy Celebrations as well as completing other required duties.

We continue to support our mission, which is to promote the proper learning environment where all students can and will achieve their fullest potential. We have much to be proud of at Springfield Elementary!

Kathy Murff

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.